

GODDARD-SGWU EXCHANGE BEGINS SEPTEMBER 1970

Vol. 1, Number 18
January 29, 1970

published by
the information
office
sir george
williams
university

SGWU ISSUES & EVENTS

In September 1970, some of those Sir George students who are disgruntled by the University's structured and allegedly irrelevant education methods will be given the opportunity of participating in an exchange program with Goddard College which boasts that its "catalogue is different from most college catalogues because Goddard is different from most colleges."

Last fall arrangements were finalized between Sir George and the Plainfield, Vermont liberal arts college, plans which would provide Montreal students with the opportunity of experiencing experimental education techniques and Goddard students a base for urban studies.

The final plans emerged from a succession of meetings that began in the fall of 1968, held both in Plainfield and Montreal, between members of the Faculty of Arts and Goddard representatives. It was agreed that Sir George and Goddard students would take part in an exchange either on a half-year basis or for a full year. It was also agreed that faculty from each institution would participate in the exchange. Both institutions accepted that there would be reciprocity, each school exchanging an equal number of students and faculty.

Students participating in the exchange will pay the tuition fee of their own institution, with Sir George students also paying the Goddard residence fee of \$1100, while Goddard students will make their own living arrangements privately with the help of the housing directory personnel. Students will provide for their own travel expenses.

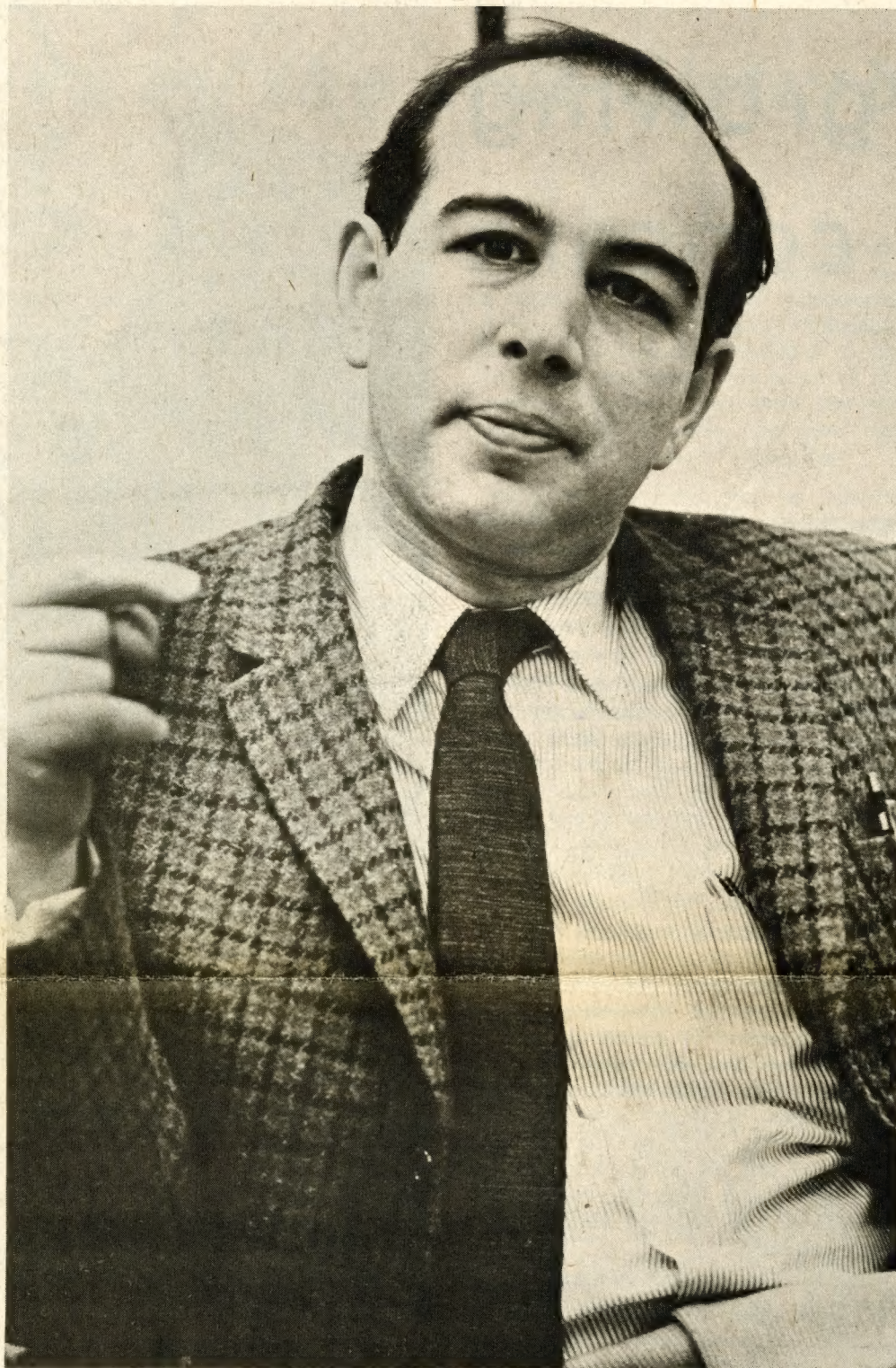
Goddard has a checkered history. Founded in 1863 as a Universalist Seminary in Barre, Vermont, the institution became a girls high school, later a junior college moving from Barre to Plainfield, and a 4-year liberal arts college in the 1940's. Here, John Dewey's philosophy of education, that learning was part and parcel of living, continued to be developed.

Mark Braham, chairman of the SGWU Arts Faculty Council's subcommittee on experimental programs and a graduate of Goddard is confident of the exchange program's success. "Explorations students and those who are irritated by the structured system here are likely to be interested in the program," said Braham, discounting the suggestion that some students would take advantage of what has been mistaken for a free school.

Goddard stresses the individual

"It is not a school," Braham stressed, "where you go to do your thing. The emphasis is on being an individual with the responsibility, hence freedom, of making sure that the consequences of your actions are not harmful to others. One gets a democratic society by being democratic and in this intellectual cooperative, there is no student-faculty split," he pointed out. "In fact, all students and faculty as well as administrators are on a first name basis."

Braham underlined the key factor that sets Goddard apart from most universities and colleges: "Goddard students are given a tremendous amount of responsibility," he said. "There is no superstruc-



Mark Braham, Assistant Professor of Education, chairs the Arts Faculty Council's subcommittee on experimental programs.

ture of imposed courses. Students select their program in consultation with instructors who ask students to define their purposes in following a particular discipline. If you wanted to take a prerequisite history course for Historical Method, for instance, the instructor would first ask you why you wanted to study Historical Method," Braham said.

Academic evaluation is again different from most institutions. There are no examinations. "Students evaluate their own work and the professor's," Braham said, "and then both instructor and student get together to discuss the evaluation." Braham discounted the suspicion that this would be an opportunity for students to take advantage of the system, on the grounds that these students would not make it past the very complex battery of admission interviews that take place before the student is admitted to the college. "When I applied to Goddard," Braham pointed out, "I was interviewed by the admissions officer, the dean, and

several instructors, all in about five interviews."

The admission procedure is still more complicated. Parents of applicants have to give a detailed evaluation of the student's work and ability to undertake study at Goddard. The applicant too has to make a written evaluation of his ability for the admissions office. Braham conceded that there was to a certain extent a built-in population at Goddard because of the high price tag attached to studying there. There is a scholarship program designed to help the needier students but it doesn't attract that many. "Unfortunately," Braham said, "academic achievement, is dependent to some degree on environment and there is usually a better learning environment in wealthier homes."

Goddard students follow only three courses a year to allow for sufficient depth of study in a subject but also enough leeway to avoid early specialization. Students are also permitted to drop courses, try

continued on page 4

More study on teaching

Professor of Economics Muriel Armstrong heads a team of four researchers who are looking for experimental and innovative educational techniques at other universities. At present, two education and



Professor Muriel Armstrong

two undergraduate students are spending most of their time at the McGill Center for Education and Development where they are compiling a bibliography of texts on new teaching techniques.

"We've just been going for barely two weeks," Professor Armstrong said, "but it's not a new idea for Sir George."

continued on page 4



INSIDE...

Prof. Michael Brian reviews what has been happening at **Explorations** on page 3; the cooperative movement as taught by Prof. George Davidovic on page 2.

cooperatives a growing concern

Economics 491, the Theory and Practice of Cooperation, was inaugurated last year with a modest complement of over 40 students; this year, enrolment has nearly doubled, a sign of encouragement to Professor George Davidovic who sees cooperation as a way of life.

The course was initiated after a Canadian branch of the International Centre of Research and Information on Public and Cooperative Economy (CIRIEC) was founded by Sir George Economics department chairman Arthur Lermer who asked Davidovic, then research director of the Cooperative Union of Canada, to teach a course on the Theory and Practice of Cooperation. Supported in part by the Conseil de la Coopération du Québec, the course is also given in French and is attended by many who are directly involved in the cooperative movement in Quebec.

The course traces the cooperative movement back to its ideological forerunner, the founding of the first cooperative in 1844 in Rochdale near Manchester, and reviews the movement's historical highlights. The study of cooperative theory also includes a discussion of cooperative principles which, stated simply, provide that labour receive the best value for work and that the consumer get the best value for money. A comparative study is made of communist, capitalist and cooperative economies.

The course also studies the social and educational aspects of cooperation, dealing with both informal and formal areas of economic and academic learning, all this leading to the development of a particular social type: the cooperator.

The practical section of the course deals with the establishment and financing of cooperatives and with their organizational structures at local, national and international levels. Cooperative legislation is traced back to Germany's establishment of the Cooperative Law of 1867.

A force for peace

Perhaps most importantly, cooperation is studied as an international force for peace which Professor Davidovic sees as a natural consequence of achieving universal cooperation in all fields. This section of the course looks at fascist, communist, socialist and capitalist government attitudes towards the cooperative movement, as well as the role of groups such as the International Labour Organization of the United Nations.

The last section of the program looks at Canadian cooperative development, ranging from the growth of credit cooperation in Quebec and its influence in North America to the formation of Indian and Eskimo

cooperatives in the North. Particular emphasis is made of the development of cooperation in industry and in education in Canada, and the domestic and foreign role of the Canadian government in cooperation.

"In capitalism," Davidovic said, "the capitalist is fortified. In communism, the state is fortified. But under cooperation, both the consumer and the producer are fortified." Davidovic discounted the idea that cooperative and communist economies achieve the same ends: "Maybe the people don't want to spend their money on sputniks," he said.

Canadian government neutral

The visiting professor said that totalitarian governments are generally opposed to the cooperative movement because the membership is critical of government policy. The few cooperatives that do exist in the Soviet bloc, he said, are in fact state controlled and profits are turned over to the state. The exception to this, he said, are some Latin American republics which encourage cooperative development to help put some life into their economies.

The Canadian government's attitude, he continued, is neutral, although the Ex-



Visiting Professor George Davidovic gives French and English courses on the cooperative movement.

marketing farm products but in consumer and credit cooperatives," he said.

Surprisingly, one area where growth lags in cooperative development is coopera-

proposed to prepare a book on the theory and practice of cooperation which I will do after completing my present work on cooperative principles."

The professor writes

Writing on cooperation is almost routine for Davidovic, who began while secretary general of the Cooperative Union of his native Yugoslavia. His works include "Ideological Basis of Cooperation" and "Financing of Cooperative Organizations." Later, as research director for the Cooperative Union of Canada, Davidovic made several studies including "Tax Position of Cooperatives in Various Countries" and an analysis of the Royal Commission on Banking and Finance. Recently the Coady International Institute of St. Francis Xavier University published his latest work, "Towards a Cooperative World." In addition, Davidovic is editor of the CIRIEC Canadian Review, a journal on cooperation.

Davidovic's international experience in cooperation also includes the secretaryship of the International Cooperative Alliance in 1958 and various speaking engagements in different parts of the world, most recently in Iran.

Davidovic underlines the educational advantages of cooperation. There are classes in many different subjects all over the world, he said. "From an economic point of view, you can't help but learn from your involvement in everything." Statistics are encouraging for Davidovic who points out that the international movement has achieved a membership of 230 million by 1966 since its founding in the mid-nineteenth century. "And those are only the 1966 figures," he said.

8 • Le Devoir, mardi 18 novembre 1969

Cours en français sur les coopératives à SGW

par Gilles Provost

C'est en français qu'a eu lieu hier la remise des diplômes à 25 étudiants francophones de l'université Sir George Williams. Ces étudiants ont terminé un cours d'un an sur la théorie et la pratique des

donné en français pour deux raisons: la première est que, dans le Québec, la presque totalité des personnes impliquées dans des entreprises de type coopératif sont de langue

mer a expliqué l'importance énorme que revêt l'étude des coopératives: "Ils semble que beaucoup d'économistes se font l'illusion qu'une simple adaptation des techniques de l'ana-

ternal Affairs office does encourage cooperative development in the developing countries. Davidovic pointed to Saskatchewan as a leader in Canadian cooperation with its wheat pool as perhaps the best known organization. Quebec is not far behind, he said, with its burgeoning of agricultural, consumer and credit cooperatives.

Davidovic blamed lack of understanding as the key factor in the cooperative movement's underrated status as an economic system. "There is confusion because credit cooperatives are called credit unions and caisses populaires here, whereas in Europe and Africa they are called credit cooperatives. There have been tremendous inroads not only in

tion between cooperative movements and the universities that offer courses in cooperation, largely because the cooperatives resent the suspected ivory tower attitude of academics.

"Hundreds of universities teach cooperation," Davidovic said, "but very often the scope of their teaching is very narrow or one-sided. Many universities in the United States, for instance, limit teaching to cooperative marketing." Davidovic blames this on the lack of qualified teaching personnel and on the need for an adequate textbook on cooperation. Because the International Cooperative Alliance has not undertaken the responsibility of producing a textbook, Davidovic has decided to do something about it: "I have

EXPLORATIONS- year one

“Where have all the shit-disturbers gone?”



Michael Brian, Associate Professor of English, has been with Explorations since its start.

Michael Brian is one of five faculty members conducting - if that's the right word - Explorations I. The title of this article isn't exactly his assessment of the developments of its first year but what he quotes as typical student comment: "All the shit-disturbers from our high school are here, and we've nothing to make trouble about." It's an interesting comment on Explorations that the program had this appeal and chose these students. Brian and his colleagues seem to have acted as a collective but disparate Pied Piper; time will tell the nature of the city to which they have led - if that's the right word - their troop. But the auguries are promising.

Professor Brian talked to *Issues and Events* about his experience during the past six months, and his suggestions for future developments. Most of his comments relate to the 25 students with whom he has, himself, worked most closely.

Students discover themselves

The basic purpose of Explorations, as he sees it, is "to give students the maximum freedom to allow them to discover themselves, society and the university." And he went on to say that he chose the students who would work with him largely on the basis of records which revealed

they were not doing as well as they could. Everyone who came to his section has in fact revealed a thwarted or neglected potential.

In line with this, he states that the students "have come to realize for themselves that they require internal discipline, and they want to work. Also, they've worked out of their systems their frustrations with a universally disliked high school system. They're prepared to give education another chance." At the same time they have developed a strong sense of loyalty to the Explorations concept and community, while refusing any firm internal structure. There is also a marked lack of political concern in the traditional sense, especially with regard to university affairs.

Choose own subjects of study

Explorations is founded on the concept that the students actively participate in choosing their subjects of study. Knowledge is conveyed, interest is sustained through seminars and tutorials. Attendance and participation, Brian says, are far higher than the freshman standard. His first seminar on *Finnegan's Wake* made it a best seller at the Classic Bookstore, and there was a similar reaction to one on *Dubliners*. Another subject to create particular interest was Eliot's *Prufrock*.

He also gave two special seminars with the intriguing title of "Ecstasy", in fact a study of romantic and Renaissance poetry, and Florence Katz of l'Université de Montréal was then invited in to discuss the implications for today of Renaissance poetry. There may, however, be a problem of rather too great specialization within Explorations, itself.

The students are also tackling personal projects. Three are working on Chaucer, a couple on Eliot's *Wasteland*; one is comparing Orwell, Lawrence and Eliot as social critics; another is working on the social responsibility of Blake, Spenser and Ginsberg. Along other lines, one student is doing a rhetorical analysis of "Six Cities", a book used elsewhere in the program.

A considerable number write poetry which they read and discuss together. Brian, himself, avoids acting as a "creative writing"-type critic, but has a file of the pieces submitted to him which is open to students to browse through -- and they do. There has been an interesting change in the nature of the visual creativity of the group. The graffiti on the entrance wall that were a feature of the early days of Explorations have been replaced with a mural designed and executed as a joint project.

Professor gets valuable experience

Being part of Explorations, he says, requires far more time and energy than does an officially equivalent course load. For instance, he finds himself giving 25 or more tutorials and five seminars a week, which he describes as "pretty exhausting". On the other hand, apart from the satisfaction of the work, itself, he believes it to be a very valuable experience for any professor, making him review and assess quite brutally both what he is teaching and how he does it. Critics are direct and uninhibited, and Explorations as a whole can be considered a research project into the efficacy of educational methods and approaches which is yielding far more relevant data than our customary form of consumer re-

search -- examination results.

"What about the future?" is a question that needs to be asked from two angles -- the students and the concept.

Brian says that the students have developed, or rather affirmed, a permanent and justified resistance to four frequent aspects of conventional education: 1) long reading lists that call for superficiality; 2) material presented as a lecture which would be better presented in printed form or which is already in a textbook; 3) a requirement for memorizing rather than understanding (they regard this as a sort of Alice in Wonderland approach to education); 4) "plugging in" to a mechanical and note-reading teacher. What they want, he says, is a dialectic between all concerned. "I don't mean a free-for-all but the freedom to ask and ask until they understand."

This may create problems in the years ahead which the Explorations faculty are trying to offset by the advice they give about choosing courses and professors.

Explorations suggests related programs

Explorations I, Brian considers, has been a marked success and entirely justifies its continuation. And he would like to see the Explorations approach used in other areas. Notably, he suggests, a similar combination of seminars and tutorials within a community would be excellent for students taking honours in English, and could also be the best way to create an intensive university program in French in present-day Quebec. In addition, he would like to see SGWU acquire an old house in the Eastern Townships--they can still be bought quite cheaply--as an external center for Explorations-type meetings. "It would be wonderful for both students and faculty to be able to get out of Montreal, even if only for a few days." Explorations I may have begun as a study of the city, but effective study can sometimes require the perspective provided by remoteness from both places and people. ●



THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon **Wednesday** for the following week's events.

MONDAY 2

CHANNEL 4: "Communications and Society" - a series of videotaped lectures by Prof. Charles Siepman, N.Y.U.; this week "Education and Its Meaning" at 10, 10.30 a.m., 2 and 2.30 p.m. through Friday; may be viewed in individual carrels located in H-523.

"CAN YOU ALL HEAR AT THE BACK?": Profs George Bowering, David McKeen and Peter London discuss whether creativity can be taught with Michael Sheldon (part two); University channel 9 at 10, 11 a.m., 1, 3 and 6 p.m. Monday through Friday.

GALLERY I: Works of Gary Coward until February 14.

WEISSMAN GALLERY: Yves Gaucher - Graphics '57 to '67, until February 14.

SMALL GALLERY: Posters from Three Wars until February 16.

POLITICAL SCIENCE DEPARTMENT: Prof. of Humanity Dwight Waldo of Syracuse University speaks as follows - "Public Affairs" in H-635 at 9:50 a.m.; "Canadian-American Relations" in H-607 at 2:10 p.m.; an informal question and answer period in H-607 at 3:45 p.m.; "The New Public Administration" in H-607 at 8:30 p.m.

TUESDAY 3

UKRAINIAN CLUB: Folk concert in the theatre at 8 p.m.

CAFETERIA: Ukrainian food all day, along with regular taste treats.

BASKETBALL: Rensselaer Polytechnic Institute vs. Sir George at Westmount High School, 7:30 p.m.

HISTORY DEPARTMENT: Prof. R.V. Daniels of the University of Vermont speaks on "Was Bolshevism Inevitable?" in H-635 at 8:30 p.m.

more study....

continued from page 1

When Douglass Burns Clarke was vice-principal, the University established a Committee on Instructional Problems."

Mrs. Armstrong said that the program developed out of dissatisfaction that many had about undergraduate teaching methods. "We will be looking at teaching possibilities in large groups, small classroom groups and in seminar discussion methods," she said. But teaching will also be looked at in a broader sense, learning for the sake of learning: "We'll have to decide whether the examination system does anything for the person who just comes to learn without any professional career in mind."

The research program was given a CSA grant of \$2000 to get it off the ground

and maintain it for four months. The economics professor expressed an interest in doing outside university work for the Arts Faculty subcommittee on experimental programs because of her professional association with other universities across Canada. Although the research program is primarily designed to be put to Arts Faculty use, Mark Braham, subcommittee chairman, predicts that it may have "spill-over" for other faculties.

The idea of doing educational research will always continue, Mrs. Armstrong said. "In a formal structure or reconstituted in informal groups, it will always be here in some capacity." Professor Armstrong is optimistic. "It may even develop into a center like McGill's," she said. ●

Goddard-SGWU Exchange *continued from page 1*

out new ones and generally to enjoy greater flexibility in study than most universities can allow because of time and size. One of the principal reasons that gives Goddard this freedom is their abhorrence of bigness. The student-faculty ratio is 11-1. "Being small in a big way" is an expression which Goddard put meaning into, with two campuses each with an enrollment of only 260. Plans to house students for the new adult degree programs call for yet another campus which would avert cramping existing facilities.

Subcommittee innovates

The Goddard exchange is only one of many innovations which the Sir George experimental subcommittee has planned. Last year it began an academic planning

session in which students were invited to come in during a three week period to discuss their academic programs in advance of registration with 40 instructors who had volunteered to work on the pilot project. Unfortunately the project didn't meet with quite the anticipated response when only 40 students turned up.

The subcommittee is in the process of drawing up plans for an experimental college possibly with an enrollment of 500 students. Other plans are being studied to look into a possible Explorations II program next year. The group will also consider Dean of Science Madras' suggestion that an interdisciplinary program on the technological society be established to meet today's needs.

WEDNESDAY 4

GEORGIAN FILM SOCIETY: Wednesday Mini-Festival continues in H-110 at 1:05 p.m. with "One Million B.C." (1940), a Victor Mature caveman curio rumoured to be partially directed by D.W. Griffith, and the W.C. Fields classic "Never Give a Sucker an Even Break" (1941) at 2:20 p.m.; both for 25c.

THURSDAY 5

CONSERVATORY OF CINEMATOGRAPHIC ART: Antonioni's "Blow-Up" with David Hemmings and Sarah Miles at 8:30 p.m. in H-110.

PSYCHOLOGY DEPARTMENT: Colloquium with Prof. Richard Tucker from McGill speaking on "Instruction via a Second Language: Myth, Reality, Anticipation" at 4 p.m. in H-520.

FRIDAY 6

ARTS FACULTY COUNCIL: Meeting in H-769 at 2 p.m.

PHILOSOPHY COUNCIL: Special meeting at 10:30 a.m. in H-769.

POETRY READING: Frank Davey reads in H-651 at 9:00 p.m.; free.

BASKETBALL: University of Sherbrooke vs. Sir George at Loyola, 8:00 p.m.

GEORGIAN FILM SOCIETY: "Poor Cow" with Carole White and Terence Stamp at 7:00 and 9:30 p.m. in H-110.

SUNDAY 8

MASS:-11:30 a.m. at 2185 Bishop.

CHANNEL 9: "Can you all hear at the back?" with NYU's Charles Siepman on "Growing up in America" and a French 211 language lab exercise at 1 p.m. for those who have Cable TV.

SGWU ISSUES & EVENTS

SGWU ISSUES & EVENTS is published weekly by the Information Office of Sir George Williams University, Montreal. The editorial offices are located in room 211 of the Norris Building, 1435 Drummond Street, Montreal 107, Quebec. Telephone 879-2867.

Michael Sheldon
Malcolm Stone
Joel McCormick